

Career Development Activity #12

Title: Climbing Skills Mountain



Standard 8001.01: The student will develop self-knowledge and skills related to the world of work and occupations.

Objective .0101: Acquire self-knowledge related to education and occupational exploration.

Objective .0102: Understand the role of work in society.

Objective .0104: Identify and utilize the decision making/problem solving process.

Standard 8001.02: The student will explore applied technology education and related occupations.

Objective .0205: Apply economic concepts to personal and workplace experiences.

Objective .0207: Develop an awareness of the basic skills related to family and consumer sciences. (self, family, nutrition and food, clothing and textiles, and child development)

Standard 8001.03: The student will utilize occupational information in the career planning process.

Objective .0303 Develop basic employment and job skills.

Objective .0304 Engage in the career planning process

Time: 45-50 minutes

Material:

- % Computer Lab – *Career Futures 2001* (or most recent edition) installed for student use at individual stations.
- % Poster – “A REBUS Story About SCANS Skills”
- % 10 SCANS skills and their definitions (CD 12.4-CD 12.13)
- % Overhead transparencies or student handouts of CD 12.14-12.18 to guide students through the activity.
- % Student Record Book
 - “Climbing Skills Mountain, Documenting Your Skills” RB 10 (Teacher copy CD 12.19)
- % Student “Chart Your Future” individual posters.



Rationale: Students will be introduced to ten “foundation” skills defined by the Secretary’s Commission on Achieving Necessary Skills* (SCANS). These skills are defined as important to success in any occupation. Indeed, much of a student’s education to this point will have focused on the development of these skills. Students will learn how workers in different occupations use basic skills to accomplish job tasks successfully.

What? In what activity will the student participate?

1. **(10 minutes)** Using the “Rebus Story About SCANS Skills” poster*, describe the Labor Secretary’s Commission on Achieving Necessary Skills (SCANS) project. If poster is unavailable, highlight the following points:
 - A group of national leaders (e.g., executives from IBM, Motorola, and MCI, education leaders, and representatives of professional organizations) appointed to determine the skills that are necessary for worker success in today’s labor market.
 - The Commission defined “foundation” skills to include basic literacy, computation, and thinking skills, many of which are being taught as part of the “core” curriculum in Utah schools. These are commonly referred to as the “SCANS Skills.”
 - These foundation skills are required for worker success, no matter what the occupation.
 2. Using the definitions of the SCANS skills (Overheads CD 12.4-12.13), have students look at one occupation such as a police officer and briefly identify how he or she might use each SCA skill in everyday work. Remind students that all workers use these foundation skills (although at varying levels) in accomplishing job tasks.
 3. Ask students to name some other occupations which will use all 10 Basic SCANS Skills. Every job should use them--that’s why they are basic skills.
1. **(25 minutes)** Tell students that there is an activity in the *Career Futures* guidance program that will help them continue their exploration of the SCANS skills needed in different occupations. Using Overheads CD 12.14-12.18, guide the students through the “Climbing Skills Mountain” activity.

NOTE: The guide for this activity was **not** designed to define the process for saving students’ work electronically. You will need to discuss potential save options with the appropriate technical support personnel and have a process student use of

* The Commission published a number of reports including, *What Work Requires of Schools*, *Learning A Living*, and *Teaching the SCANS Competencies*.

Career Futures. Depending on your system capabilities you have the following options:

- a. Save electronically for future use.
- b. Use worksheet "Climbing Skills Mountain" Rb 10 (Teacher Copy CD 12.19) in place of electronic save.
- c. Don't save, but print summary.
- d. Save and print

Note: printing from the *Career Futures* program is not needed for this activity.

So What? What will the student learn as a result of participation in this activity?

(5 minutes) Refer class members to the "Chart Your Future" student posters. Students should record the top 3 or 4 skills they identified the Climbing Skills Mountain activity on the "CARGO" box #12 labeled "Basic Skills." Discuss the idea that the skills they develop can be very precious cargo as they seek employment in the future. Developing their skills, and being able to describe them to employers and others will enhance their opportunities for success. Ask students: Where could you use this ability to describe your top skills now?

Now what? What can the student do with this new information in regard to career development?

(5 minutes) Tell students that they will be learning more about how workers in various occupations need basic skills in CD Activity 14. They will use skills factors to help them identify occupations in which workers use basic skills like theirs.

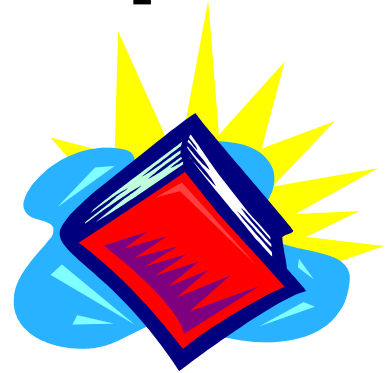
They should continue to build on their basic skills, and may get an opportunity to further describe ways they have used all ten of these skills to successfully complete various tasks at school or home.

*The poster "A REBUS Story About SCANS Skills" can be ordered from:

Utah Career Resource Network
P. O. Box 18
Paradise, UT 84328
1-800-733-7887

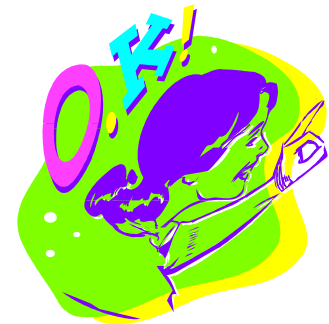
READING **COMPREHENSION**

**Understanding written
sentences and paragraphs**



onitoring

**Knowing how well you
are learning or doing
something**

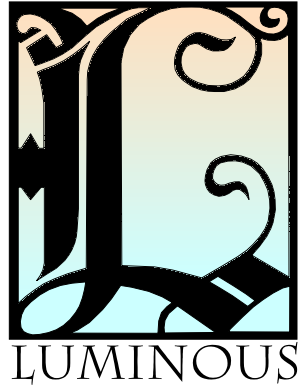


Active Listening

Listening to what other people are saying and asking appropriate questions

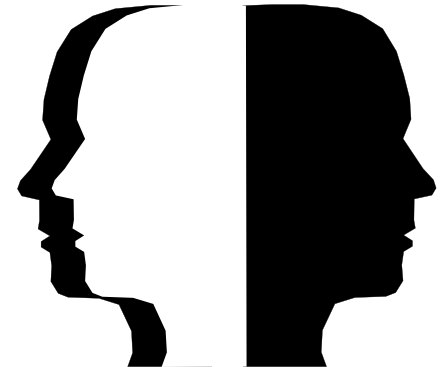
CD 12.6





Learning Strategies

**Using different approaches
to learn new things**





Communicating effectively with others in writing



ritical Thinking

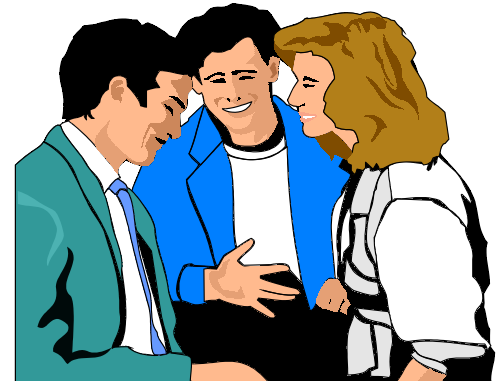
**Using logic to identify
the strengths and
weaknesses
of different approaches**



peaking

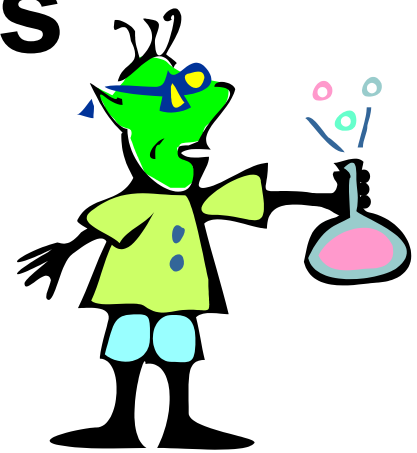
**Talking to others to
effectively
convey information**

CD 12.10





Using scientific methods to solve problems



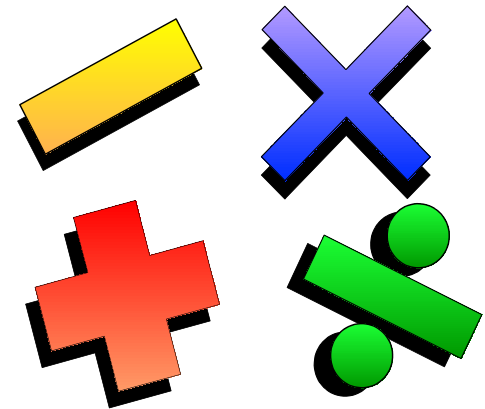
ctive Learning

**Working with new material
or information to understand
its applications and uses**



M^{MEGA!} **athematics**

Using mathematics to
solve problems



Climbing Skills Mountain in *Career Futures*

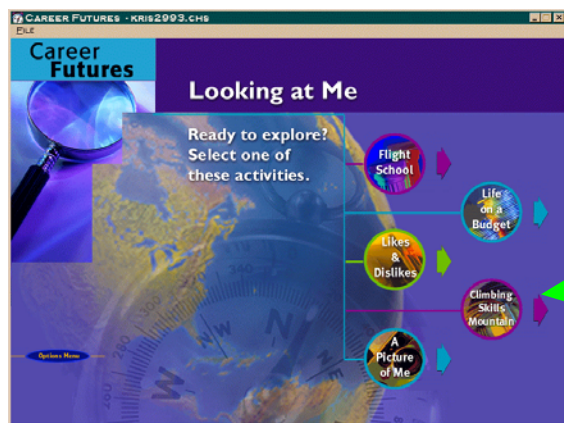
page 1

TEACHERS: note the “SAVE AS” option in the “File” menu as this provides the best access to the familiar “save as” dialog box. You can access the file menu by having students “continue” without naming their session file until they arrive at the “Options” page shown below.

PLEASE NOTE: If you’re not allowing students to save their work in Career Futures electronically, you should accomplish steps 6-11 (students writing statements to document 3-4 of their personal skills) by using the alternative worksheet provided. Students will need to have their basic skills information to use in TLC CD Lesson 14.

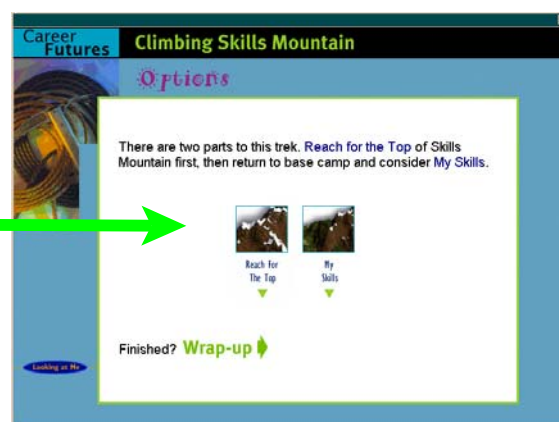
STEP ONE: Have your teacher give you instructions about retrieving, naming or saving information from your *Career Futures* session(s).

Once you’ve made the naming and saving decisions, you’ll arrive at this screen. Click “Looking at Me.”



STEP TWO: Now simply click “Climbing Skills Mountain!”

STEP THREE: You’re going to start with “Reach for the Top.” Click here.



“Climbing Skills Mountain” in *Career Futures*,
page 2

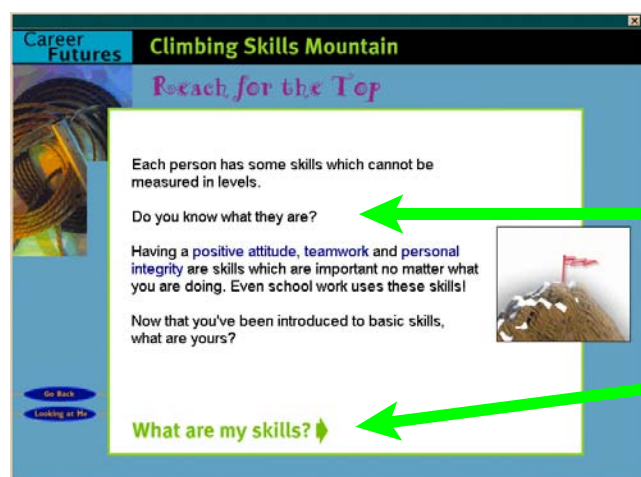
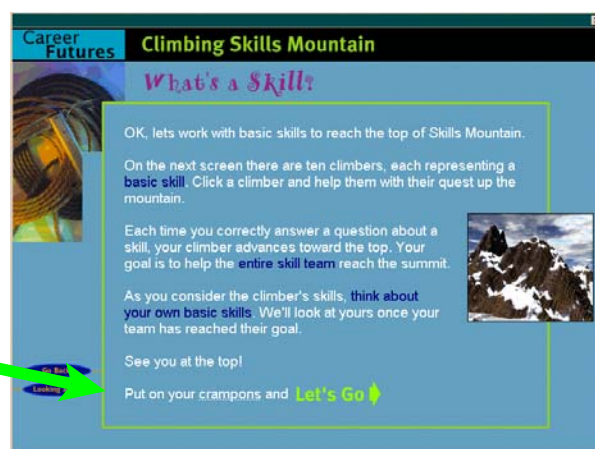


STEP FOUR : To proceed through this module, you’re going to be practicing those *clicking* skills! When you see underlined text like this, please click on it.

Read through the information, then click “**Go for it ®**” at the bottom of each screen to move on.

STEP FIVE: Now that you’ve learned about what skills are, you’re ready to climb Skills Mountain. Follow the directions to get your team to the top by clicking “**Let’s Go ®**”

Follow the directions on each screen to help each of the ten skills climbers to the top.



STEP SIX: Once the entire skills team reaches the top, you’ll move to describe some of your own basic skills.

Click here to reveal some other important skills.

Click here to move on to describing your own skills.

“Climbing Skills Mountain” in *Career Futures*, page 3

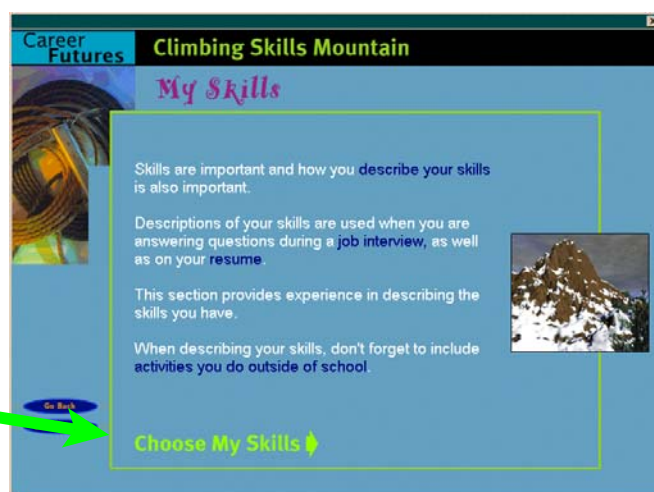


STEP SEVEN: This screen should look familiar, but you’re not finished yet!

Click “My Skills.”

STEP EIGHT: It is helpful to be able to describe your skills. Remember, you’ve been working to develop basic skills for years now! For this exercise, you get to choose some skills strengths, and tell about ways you have demonstrated those skills.

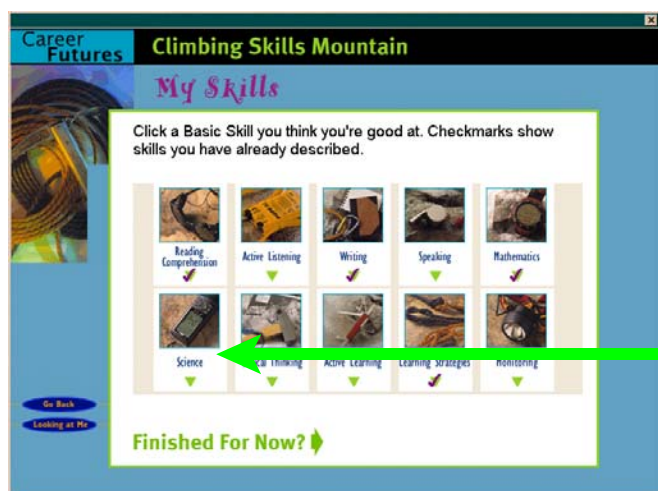
Click “Choose My Skills”



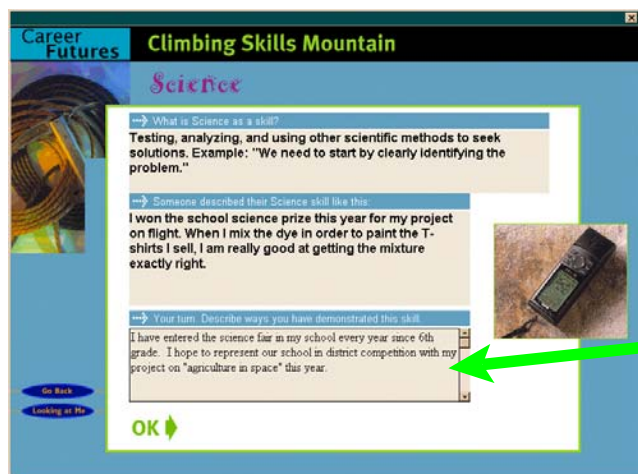
STEP EIGHT: You will click on the three or four skills of your choice from this list of basic skills.

When you have composed a description of how you have used the skill, a check mark (Ö) appears in the box.

Let’s try “Science” as an example. Click here.



“Climbing Skills Mountain” in *Career Futures*,
page 4

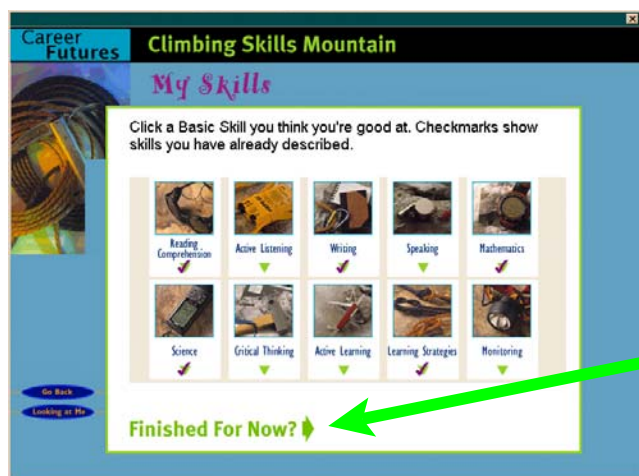
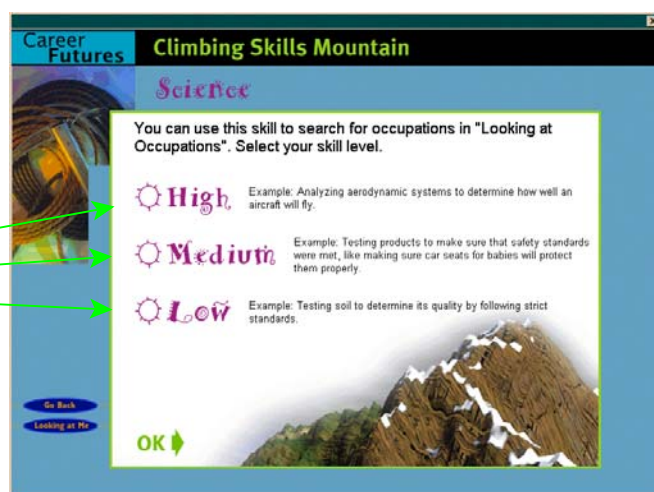


STEP NINE: You will write a statement to tell about how you have demonstrated the basic skills you choose. In this example, the student writes about entering the science fair, but maybe you have used science in your hobbies or are interested in specific aspects of science such as geology, astronomy, biology, etc.

Use this space to type your statement, then click “OK.”

STEP TEN: After you write a statement for each of your 3-4 top skills, you can think about what level of that skill would be required in your “dream job.” If it’s something that you’re good at, you might really enjoy using that skill in your work!

Click on the level of your choice.



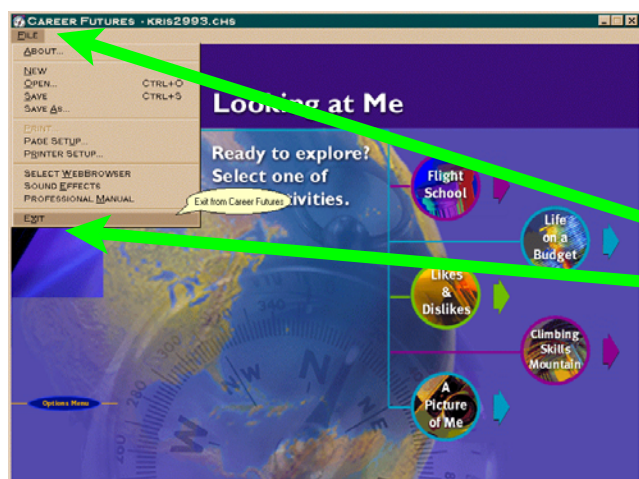
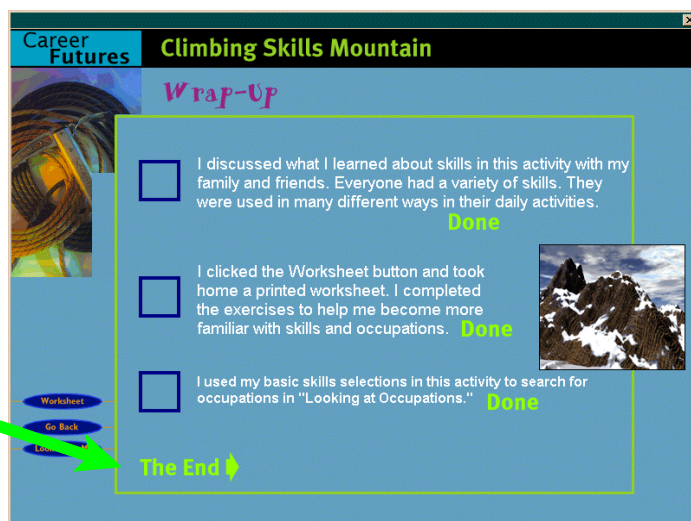
STEP ELEVEN: When you’ve finished writing statements for 3-4 basic skills, Click “Finished For Now?”

“Climbing Skills Mountain” in *Career Futures*,
page 5



STEP TWELVE: You're back to this familiar-looking screen, and you can finally click “Wrap-up”

STEP THIRTEEN: On this page, there are some good ideas about using what you know about skills. We may be back to check them out, but for now simply click “The End”



STEP FOURTEEN: You return to this “Looking at Me” screen, and will click on “File” to reveal a drop-down menu of options.

BEFORE you click “EXIT,” remember to get instructions from your teacher about saving your work from this session to use when you come back!

Climbing Skills Mountain in Career Futures

Documenting Your Skills (alternative worksheet)

Basic "SCANS" Skills Used in Career Futures

Reading Comprehension - Understanding written sentences and paragraphs.
Monitoring - Knowing how well you are learning or doing something.
Active Listening - Listening to what other people are saying and asking appropriate questions.
Learning Strategies - Using different approaches to learn new things.
Writing - Communicating effectively with others in writing.
Critical Thinking - Using logic to identify the strengths and weaknesses of different approaches.
Speaking - Talking to others to effectively convey information.
Science - Using scientific methods to solve problems.
Active Learning - Working with new materials or information to understand its applications and uses.
Mathematics - using mathematics to solve problems.

Choose three or four of the basic skills from the list above, and write a statement for each that reflects ways you have demonstrated the skill. You can look at some examples on the "Rebus Story About SCANS Skills" poster, or in the "Climbing Skills Mountain" activity in the Career Futures program. Think about ways you have used your skills to be successful in school, sports, hobbies, etc.

My Skills -	how I demonstrated this skill	my level of skill
1.		G High
		G Medium
		G Low
2.		G High
		G Medium
		G Low
3.		G High
		G Medium
		G Low
4.		G High
		G Medium
		G Low

Keep this record of your skills handy to use in TLC CD Lesson 14! You will be learning about the kinds of skills needed to be successful in various occupations.